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ABSTRACT

The purpose of this project was to provide information on the appropriate uses of educational tests and interpretations of test results to citizen groups. The major audiences were parents, legislators, school board members, lawyers, journalists and others who would be interested in and profit from training related to educational testing. Nero and Associates, Inc., together with the Northwest Regional Educational Laboratory and the California Department of Education, arranged, designed and conducted five seminars/workshops for groups and organizations representing the above audiences. The format and specific content for each seminar/workshop was developed in collaboration with representatives from each group. For example, lawyers were involved in designing the workshop for attorneys to insure that the information presented would address issues of concern to that group. Staff from the National Institute of Education worked with the contractor to establish the workshop agendas and identify the key groups. The workshops were held from April 1980 through September 1980. The work resulted in a set of training materials which can be used by measurement specialists to train citizen groups. The materials are available through NIE. (Author/RL)

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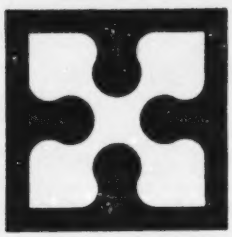
FINAL REPORT

INVITATIONAL TESTING SEMINARS FOR NON-EDUCATORS

NATIONAL INSTITUTE OF EDUCATION
CONTRACT #400-79-0059/SB0408(a)-79-C-197



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Date: 29 September 1980

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FINAL REPORT
INVITATIONAL TESTING SEMINARS FOR NON-EDUCATORS
NATIONAL INSTITUTE OF EDUCATION
CONTRACT #400-79-0059/SBO408(a)-79-C-197

Nero and Associates, Inc. submits herewith the Final Report on Contract #400-79-0059/SBO408(a)-79-C-197 to the National Institute of Education (NIE). This Final Report contains the background and a brief summary of the project, a summary of participant reactions, a section on recommended dissemination activities and a project abstract.

Background

In March 1978, the U. S. Department of Health, Education and Welfare sponsored a National Conference on Achievement Testing and the Basic Skills. This conference brought together over 300 educators, educational administrators, testing and measurement experts, government officials and representatives of parents' and teachers' organizations to explore the role of achievement testing in education and the role of the Federal government in achievement testing. As a direct response to recommendations from the conference, NIE initiated a number of activities in the general area of dissemination of information about achievement testing.

As part of this effort, NIE contracted with Nero and Associates, Inc. to develop, arrange for and conduct five seminars/workshops on educational testing issues for audiences interested in, but not directly involved in the education process, i.e., parents, legislators, lawyers, school board members and journalists. The purpose of the seminars and workshops was to provide participants with current information on (1) test characteristics, uses and issues which affect the interpretation and reporting of test results, and (2) the legal and social issues surrounding

testing. Nero and Associates sub-contracted with the Northwest Regional Educational Laboratory of Portland, Oregon, and the California State Department of Education for the development and preparation of the seminar/workshop training materials and the conduct of the seminars/ workshops.

Project Summary

The primary tasks accomplished during the life of the project involved:

- o Arranging, developing materials for and conducting five seminars and workshops on educational testing issues for parents, legislators, lawyers, school board members and journalists; and
- o Developing a set of training materials for use by other trainers who are involved in conducting seminars/workshops on testing.

Activities included:

1. Identifying and contacting potential audiences and arranging for their participation

   Project staff, in collaboration with NIE, selected organizations which would (1) represent the appropriate audience groups mentioned above, and (2) have national or regional meetings scheduled to occur within the timeframe established for the contract. Although many of the organizations expressed considerable interest in the seminar, almost all were so far along in the planning process that it was not feasible to offer the NIE testing seminar as a pre- or post-session. However, in two cases project staff were able to schedule the seminar in conjunction with existing meetings (the seminars for parents and lawyers).

Project staff arranged for the other three seminars/workshops (for school board members, journalists and legislators) by contacting specific target groups directly (e.g., state school board associations, state legislatures, local media, etc.) to determine their interest in and willingness to sponsor the testing seminars/workshops for their members. Once identified, project staff worked directly with representatives of each of the groups to design a seminar/workshop tailored to meet the particular needs of the group in terms of content and format. The five seminars/workshops arranged for and conducted during this project are shown in Table 1.

2. Selecting and preparing appropriate training materials to address the needs of each group

During the initial months of the contract, project staff conducted a review of existing training materials in the area of testing. As specific groups were identified and indicated their willingness to participate in the seminar, it became increasingly apparent that much of the material needed for each seminar would have to be specially developed. As organizations identified general topics within the framework of the legal and social issues they would like to have covered in their seminar, project staff developed presentation outlines, handouts, transparencies and a resource guide for each topic area. The presentation outlines, handouts and transparencies then became part of Training Citizen Groups on Educational Testing Issues: A Trainer's Manual; the resource materials

TABLE 1

Invitational Testing Seminars for Non-Educators

TARGET GROUP	AUDIENCE	DATE AND PLACE	APPROXIMATE NO. OF PARTICIPANTS	TYPE OF SESSION
Parents	Region III Coalition of Title I Parents	April 12, 1980 Baltimore Hilton Inn Baltimore, MD	90	Three 1 hour and 15 minute sessions during scheduled Inservice Training Meeting
Legislators	Ohio State Legislature's House and Senate Education Committees	June 18, 1980 Sheraton-Columbus Hotel Columbus, OH	25	Special session in evening (7:30 p.m.-10:00 p.m.)
School Board Members	Ohio School Boards Association	June 20, 1980 Carrousel Inn Columbus, OH	85	All-day session (9:00 a.m.-4:00 p.m.)
School Board Members and Journalists	San Francisco Bay Area School Board Members and Journalists	July 12, 1980 Airport Hilton Hotel San Francisco, CA	30	All-day invitational session held on a Saturday (8:45 a.m.-3:30 p.m.)
Lawyers	Center for Law and Education (Legal Services Corporation Training Session for Lawyers, Para-legals and clients)	September 25, 1980 Leamington Hotel Oakland, CA	75 - 80	All-day post-session to already scheduled conference (9:00 a.m.-3:45 p.m.)

in expanded form are now part of two booklets entitled A Parent's Guide to Testing in the Schools and Educational Facts and Issues: A Layperson's Guide to Testing in the Schools.

Throughout the duration of the project, information contained in each of the three products was updated and revised based on (1) informal feedback provided by the seminar/workshop participants, (2) formal critiques provided by reviewers selected by project staff, (3) formal critiques provided by staff from NIE and NTE-selected reviewers, and (4) the cummulative experience of project staff as they worked with each of the sponsoring agencies in conducting the seminars/workshops.

3. Scheduling and arranging five local pilot workshops to try out the materials and workshop formats

As part of the development process, project staff contacted local persons whose roles were similar to those of the actual participants. Separate small-scale pilot workshops were conducted in which both the format of the seminar/workshop and the content of the materials were tried out and critiqued. Information provided by the participants in these pilot workshops was then used to refine the presentations and the products before conducting the actual seminars/workshops.

4. Making all logistical and support arrangements for the seminars/workshops

Project staff worked closely with designated representatives from each organization in arranging the meeting space, meals,

invitational letters; ordering necessary equipment; and generally facilitating all the logistical and support requirements for each seminar/workshop.

5. Conducting the workshops

As shown in Table 1, the five seminars/workshops were held between April and September 1980. The number of presenters at each seminar/workshop varied from two to three depending on the size of the seminar/workshop and the number of special issues determined collaboratively with the sponsoring agency. Onsite logistical and support arrangements were carried out by a representative from Nero and Associates. Overall, approximately 310 persons participated in the five seminars/workshops; of these, 164 completed the participant response form (see the section on Summary of Participant Reactions to the Seminars/Workshops for a discussion of the data).

6. Reporting to NIE on the workshops

Project staff submitted monthly progress reports to NIE detailing all of the steps involved in developing the materials and conducting the seminars/workshops. In addition, periodically throughout the contract, project staff both reported to and worked collaboratively with the NIE project monitor. Following each seminar/workshop, project staff submitted the participant reaction forms to NIE for informational purposes. Copies of all draft materials, invitational letters, letters received by project staff in response to the seminars/workshops, etc., were forwarded to NIE on a regular basis.

The NIE project officer attended each of the five seminars/workshops and, during these sessions, met with staff to review materials and progress to date.

7. Delivering final revised versions of the workshop materials for dissemination

Following the review process described in activity #2 above, project staff proceeded with the final revision and production of the training materials. As specified in the contract, 10 copies of each of the three products were submitted to NIE along with the camera-ready copy for each. In addition, Nero and Associates prepared a final project abstract for NIE's submission to ERIC. Recommendations concerning the dissemination of the seminar/workshop materials are discussed in the final section of this report.

Summary of Participant Reactions to the Seminars/Workshops

Participant reaction to the seminars/workshops was overwhelmingly enthusiastic. A total of 164 participant response forms were received for the five seminars/workshops. Of these, 132 participants (80 percent) responded with an emphatic "Yes" to the question, "Do you think others would find the workshop helpful? See Appendix A for summary of comments.

The most frequent comment on the participant response forms had to do with allowing more time for the seminars/workshops. The amount of time allocated for the seminars/workshops was determined largely by the sponsoring group. This accounts in part for the variation in length of the sessions (see Table 1). At the conclusion of the five seminars/workshops (which ranged in time from 1 hour and 15 minutes to 7 hours),

participants expressed enough interest in the content to suggest that, in all cases, the seminars/workshops could have been longer.

Each of the seminars/workshops had a different format which was developed to meet the needs of the individual audiences. The seminar for parents was offered at three consecutive one-hour and 15 minute sessions as part of an Inservice Training Meeting. The seminar for legislators was a 2 and one-half hour evening session following a reception and dinner. The school board workshop and the combined school board/journalist workshop were both all-day sessions, with a choice in the afternoon of a general simulation exercise or a presentation and discussion of issue-oriented topics. The workshop for lawyers was also an all-day session with a simulation exercise in the morning and a choice of three "issue" workshops in the afternoon.

Participants were asked to assign an overall rating to the seminar/workshop they attended (poor rating=1, excellent rating=5). In a comparison of the five seminars/workshops, the percentage of participants who found the workshop they attended to be good to excellent (4-5 on the scale) is as follows:

	Seminar/Workshop	Percentage of Respondents
1.	School Board Members and Journalists	100%
2.	Legislators	93%
3.	School Board Members	88%
4.	Parents	78%
5.	Lawyers	58%

1. School Board Members and Journalists, San Francisco

On the basis of overall ratings of the seminars/workshops, the workshop for school board members and journalists held in San Francisco was the most successful. The 5½-hour Saturday work session covered the major legal issues in testing, a simulation activity and future trends in testing.

Some of the responses to the question, "What did you like most about the workshop?" reveal what participants gained from the workshop:

> ". . .the simulation activity offered an opportunity to interact in small groups, expanding on items covered in the morning session."
>
> "the workshop did more than answer questions; it raised issues and helped me become aware of what I need to know."

Ninty percent of the participants would recommend the workshop to others, especially to teachers, administrators and school board members.

2. Legislators, Ohio

The seminar for legislators, a 2½-hour session with presentations on minimum competency, "truth in testing" and general testing issues, was rated good or excellent by 93 percent of the participants.

Some of the reasons for favorable response are summarized in the following participant comments:

> "Competency testing is a burning issue. . .it is helpful to find out that competency testing programs are working in other states."

"I welcomed the broad stress on the policy implications of legislative decisions."

Eighty-six percent of the participants thought the seminar would be helpful to other legislators.

3. School Board Members, Ohio

This school board member workshop was an all-day session with a format similar to that used in San Francisco. Eighty-eight percent of the participants rated the workshop as good or excellent.

Some aspects Ohio school board members liked about the workshop were:

"Support materials in the packet are appreciated."

". . .content was appropriate."

". . .the open atmosphere of presentation and receptiveness of opinions was gratifying."

". . .learned a lot about trends in other states, including litigation."

Eighty-three percent of the school board members felt others would benefit from this workshop. Parents, teachers and administrators were suggested as possible audiences.

4. Parents, Baltimore

The seminar for parents, held in Baltimore, consisted of a one hour and 15 minute session repeated three times. This format was chosen to accommodate the overall format of the training sessions established by the sponsoring group. The parent seminar was designed to answer general questions parents might have about testing. Due to the brevity of each session, many of the participants commented that they would like the seminar to be longer.

The areas that parents particularly liked were described in their responses:

> "All the information was geared to what parents are really trying to find out about the testing of their children."
>
> ". . .that scores are not the most important aspect of testing."
>
> (As a result of the seminar) "parents will know more about the tests given in schools."

Seventy-three percent of the participants thought other parents would find the seminar helpful.

5. Lawyers, Oakland

The workshop for lawyers was held as a full-day post-session to an already scheduled three-day training session for lawyers, paralegals and parent and student lay advocates. The agenda included a simulation activity in the morning and three concurrent sessions on cultural bias, competency testing and hints for helping parents and students cope with testing which were offered twice in the afternoon.

Responses to this workshop varied. The participant response form for this workshop differed from the one used for the other seminars and workshops in that participants were asked to react to the morning's simulation activity as well as to the afternoon issue sessions.

Comments received included:

> "The simulation activity was very good in that it provided some direction for practical application."
>
> "Information on how to legally address cultural bias in testing would be valuable."

". . .the workshop gave me the sensitivity to cultural bias necessary to advocate on behalf of students and groups being tested. I did not agree with all of the presenter's interpretations, but the premise and theories were sound."

"Presenters' discussion on legal challenges to minimum competency testing. . .most useful. . . .What it lacked was a political framework to address why these issues are emerging."

Fifty-eight percent of the participants rated this workshop as good to excellent. However, 38 percent rated it as only fair in their overall rating of the workshop. In reviewing the comments on the forms rated "fair," many of the participants wanted more material presented to further their advocacy goals. This is consistent with their earlier training in that participants had spent three days being trained to be advocates in the areas of special education and student discipline. However, the purpose of the NIE workshop was to explain general educational testing practices as well as current issues in testing rather than to advocate from a particular perspective. Thus, some participants felt the NIE workshop failed to provide advocacy skills and a political framework to analyze these issues. Their ratings reflected their dissatisfaction.

Overall, however, 85 percent of the respondents thought others would find the workshop helpful.

Dissemination Recommendations

Since one of the primary purposes for the project was conducting five seminars/workshops, this made dissemination an integral part of the work. However, it is important to think in terms of what

dissemination activities might occur to promote the use of the products. We will discuss such activities in the following two sections: Non-NIE dissemination and NIE dissemination.

Non-NIE Dissemination

The contract ended on September 28, 1980. However, project staff feel strongly that audiences should have an opportunity to experience the training which others received this year and to use the materials developed as a result of the contract. Thus, although no official dissemination is currently budgeted or planned, some dissemination activities will, in all likelihood, take place. Some examples are:

1. Project staff intend to present information about the project--its processes, products and outcomes--at the National Council on Measurement in Education annual meeting in the spring of 1981. The purpose will be to acquaint measurement specialists with the Trainer's Manual and the related training products so that the specialists might use these products in their work with groups interested in issues surrounding educational testing.

2. Project staff will respond to requests for training on an "as-needed" basis. Every attempt will be made to keep client costs low and to use the materials already developed.

3. The Northwest Regional Educational Laboratory will take the following steps to promote the materials:

   - Place the training materials in the ERIC system.
   - Announce in the CAPT Newsletter and the Laboratory's newsletter (The Northwest Report) that the materials are available through the ERIC system and by writing to NIE.

4. Project staff will forward all inquiries concerning the availability of materials to NIE for follow-up. Since NIE will have the camera-ready copy, this appears to be the most feasible response.

5. The California State Department of Education has already planned further workshops in collaboration with the California School Boards Association using the workshop materials.

NIE Dissemination

The primary dissemination responsibility rests with NIE. Should NIE desire to promote the seminars/workshops and/or the training materials, project staff would suggest the following kinds of activities:

1. NIE could contract for additional work in this area. The seminars/workshops conducted to date were considered to be extremely useful by those who attended. In addition, participants recommended that the seminars be offered to others. Now that the materials have been developed, a cadre of trainers available and the logistics of offering such seminars/workshops worked out, NIE could choose to continue the current project in a modified form. The audiences to date expressed strong support for NIE making this service available to them. There is every reason to assume that additional activities in this area would be received in a similar fashion.

2. NIE could promote the use of the materials through regular mailings to appropriate audiences. Through the use of already-established channels of communication, NIE could share information about the products with both those who might serve as trainers and those who might welcome such training.

3. NIE could publish information about the project and materials in the NIE products catalog. In this way, those who receive the catalog will at least know that the work has been conducted and have an opportunity to contact NIE should they desire further information.

4. NIE could disseminate information about the products to related NIE-funded projects. The projects funded through the Testing, Assessment and Evaluation Unit within NIE may have a particularly high interest in the products resulting from this contract. NIE might make copies of the products available to Principal Investigators who are working in the general area of testing.

5. NIE could offer small grants to groups who would like to receive training. For a small amount of money, NIE could offer to support expanded use of the products through financing seminars/workshops on a grant basis. Groups such as parent organizations, journalists, etc. would then have the opportunity to apply for funds which they could then use to purchase the training.

6. NIE could print the products, using the Government Printing Office (GPO), and make additional copies available. Selected products could then be distributed to likely trainers (e.g., Labs and Centers) and/or likely audiences (e.g., the PTA) for their use. Audiences could, at the same time, be referred to the present contractor should they wish to purchase training.

7. NIE could send an announcement and suggested ways to make use of the materials to each State Department of Education.

8. NIE could send an announcement about the materials being available to professional associations (and parent groups) representing the target audiences and suggest resources as a means of putting the seminars/workshops on.

9. NIE could speak to professional association meetings concerning the project and the products. In this way, NIE could expand the awareness of the products and let audiences know that both the products and the training are available.

10. NIE could submit the Parent's Guide and Layperson's Guide to CIC (Curriculum Information Center) and other resource agencies for announcement of availability.

Conclusion

NIE and project staff can both use existing mechanisms to promote awareness about the products and the availability of training. The examples cited above are meant to be illustrative of this process. The most direct way of ensuring the use of the products--and an increase in knowledge about testing on the part of lay groups--would be to contract for specific dissemination training.

APPENDIX A

SUMMARY OF PARTICIPANT COMMENTS

SUMMARY OF PARTICIPANT REACTIONS

Seminar for Parents

April 12, 1980
Baltimore, Maryland

What changes to you think we should make in the workshop? (For example, other points that should be covered, points that were unclear, or other styles of presentation.) (Total n=42)

Session #1 (n=32)

More time.

Leave questions until last.

You need more time for your workshop. Need to give more information on questions being asked.

Presentation fine. Not enough time; your workshop should be longer.

Really tell parents point-blank how they need to help their child.

Keep it the same please.

Not enough time. Being from different area not enough time to ask questions.

The presentation was good. The time was too short.

We need more time to cover different points.

I feel that most important issues were discussed.

None! Just allow more time for discussion after presentation.

The workshop was well presented with ample time for questions between each subject.

Discontinue questionnaire. Valuable time is used for such a short session. We could have heard more.

Deal with the exact tests used in the school district. Need more time.

More time was needed in order to cover the subjects.

How can you tell if a test is a good test? More information on teachers' and parents' role during testing periods.

Present all materials and information before hand.

Closer control as the questions and discussions tended to stray and two or three persons monopolized the session.

Give more time.

Have presenters give the objectives at the beginning of the presentation. Have presenters give more detailed explanation before answering individual concerns and selfish interests.

Overall discussion was good but insufficient amount of time to answer questions.

Workshop should be longer.

I did not learn about testing at all.

Most parents are familiar with test procedures. More time should be spent hearing parents' views.

There should be more time on evaluation.

Points that were unclear.

Shorten the subject matter and get deeper into it. Limit questions.

Explain more, so parents could get a better understanding. Instead of parents asking questions.

Parents weren't given enough points on how to help children prepare for a test.

I don't think this particular audience was interested in generalized understanding of tests. They want to know about their children's situations. I think you have to use simpler language. Also, for this kind of group you had too many participants. You should really limit it to fifteen.

Do a group assessment by reading your questions and having members raise their hands. This could be quicker and just as accurate. For each questions give a 1, 2, 3, 4, for content and then give time for questions. Keep control of your group.

Points were unclear and not explained to the questions asked. Some tests should be named and explained especially the types of tests used in the Title I programs around the U.S.

Session #2 (n=5)

Demonstration materials for parents to actually use learned information, sample tests to view, etc.

Form chairs in semi-circle--better voice pitch and eye contact for parent participants.

I think an explanation of different kinds of tests at the very beginning would be helpful--it came out later but could have been presented first.

I did feel some of it was a bit boring.

Even though the workshop is for non-educators, relate the "technical jargon" to laymen's terms, i.e., use norm referenced and continue to give your excellent examples and explanations.

Session #3 (n= 5)

Seems excellent

I think most aspects were well covered. Four of the five questions I asked were answered.

More time allotted for discussion of each question.

None that I could see.

Dealing with teachers, teaching methods. Keeping children in groups without letting them move ahead as they progress.

SUMMARY OF PARTICIPANT REACTIONS

Seminar for Parents

April 12, 1980
Baltimore, Maryland

What did you like most about the workshop? Why? (Total n=51)

Session #1 (n=28)

I thought it was very interesting.

All the information was helpful because it was what I needed to know.

All the information was geared to what parents are really trying to find answers about the testing of their children.

The manner in which it was carried through. The handout that was passed out.

Alot of contact was between parents and relationships in schools and testing.

Everything. All of the workshop was important.

How informative you were.

You try to answer all the questions, and good job all through.

The questions were answered.

We had a chance to find out why they use them and how we as parents could help our child.

Clear up many questions.

The workshop helped me to understand about the testing.

The organization of the workshop. Taking in consideration the questions the participants wanted to discuss (checklist). The simple way the questions were handled and answered.

Outline the questions that were most important then trying to cover topics that could have been covered later or from another source. Time concept very good; so often you get side-tracked and can't cover nearly enough of researched materials you prepared.

Discussion period. There was alot of participation from the group. This was not a cut and dry workshop.

The form of the presentation.

Staff and wide range of information.

It made me more aware of what type questions I should ask and the persons I should address them to.

I liked the workshop because it gave everyone time to express their different viewpoints, to ask ways of improving the environment of testing and things that could express ways of lining up a child's test scores.

The open discussion and answer to parents' concerns regarding tests.

You need more time.

That the presenters did not talk down to us.

It was very informal and most questions were answered.

Handout and visual aids.

Debate about testing.

Handout.

Nothing, no help at all.

Nothing, no help at all.

Session #2 (n=12)

Learned what questions to ask.

Did not know much about test scoring. It was explained very well.

Simplifying the different kinds of tests.

Questions were asked and you answered them as best you could.

Group discussion--interaction.

Working from people's concerns. Good teaching technique anywhere.

The way they presented the workshop.

The directness of the speakers and the concerns they showed.

My questions were answered and I had a chance to talk.

Open discussion.

Manner in presentation; group participation.

The presenters were diplomatic.

Session #3 (n=1;)

Excellent questions we've been asking and dealing with at home.

The idea that scores are not the most important aspect of testing.

Workshopees have the choice of questions answered. Made the time I spent here most worthwhile.

Excellent information--resource informar. gave good topics to discuss.

The opportunity for parents to choose topics for discussion.

Explanation of topics.

Parents knowing more about the tests given in schools.

Time for interaction; visuals were good.

The discussion and explanation.

It was stressed that we should not hesitate to question the schools' testing rules.

The exchange of ideas.

SUMMARY OF PARTICIPANT REACTIONS

Seminar for Parents

April 12, 1980
Baltimore, Maryland

Do you think others would find the workshop helpful. Why? (Total n=41)

Session #1 (n=21 yes; 2 no)

Yes.

Yes, it is very educational and helpful.

Yes, because when it comes to the parent, teacher and children there is always help needed at all times.

Because testing is being done in so many ways and styles that parents need to know more to meet their childrens' needs.

Yes, it has alot of information.

Yes, because alot of people don't know how to help their children in this area.

Yes, because we want the same thing for our children.

Yes, because it is informative.

Yes, everyone would. It's hard to understand why test scores can drop or rise so rapidly from one testing period to another. It is also helpful to know how to relax anyone for testing.

Yes. Enable them as parents to see how effective the testing material is and whether change is needed.

Yes. Some other parents may have a child in a similar situation and has not already found an answer.

Parents do not know enough about testing.

Yes. Most parents are concerned about testing in the schools.

Yes. That will give parents ways of improving amount of testing.

Most definitely; it has an interest to all parents.

Very much so, I just wish that you had more time.

Yes. This issue should be understood by all parents.

I do if they are given the time and are good listeners.

Yes, tests are a real concern of parents.

If you do the talking and parents listen.

Yes, discussion was good, but not long enough.

No.

No.

Session #2 (n=9 yes; 0 no)

Yes, was very simple and clear.

Yes, because the way and reason for the test and the difference in the national and local.

Yes, because most parents are not aware of them.

Yes, we can all keep learning--there are so many misconceptions that people need help with.

Yes, because alot of parents don't understand tests.

Yes, if they are totally upset about tests and their effect on performance.

I think others would find this workshop very helpful because so many do not know about testing in full and the value of it.

Yes; very informative.

Yes. Important information.

Session #3 (n=16 yes; 0 no)

Yes! Parents need to know they are on the right track! Thanks!

Yes! Parents need to understand testing to better deal with it at home.

Yes, give them something to take back to their districts and to check their testing programs.

Yes, parents need to become more aware of testing in the schools.

Yes, it will give parents a better explanation of testing and that they should ask questions of the school.

Yes, covered the purpose of testing.

That's hard to say about other people.

Yes, parents, like myself, need to be reassured that they can question how their school is being run.

Yes, you do let people know why and how tests are used.

Yes.

Yes.

Yes, good information.

Yes.

Yes!

Yes.

Yes.

SUMMARY OF PARTICIPANT REACTIONS

Seminar for Legislators

June 18, 1980
Columbus, Ohio

What changes do you think we should make in the workshop? (For example, other points that should be covered, points that were unclear, or other styles of presentation.) (n=13)

The presentation seemed to be made with the underlying assumption that minimum competency testing, in some form, is worthwhile. Maybe the philosophical question as to whether they are necessary at all should be raised.

The constant reminder of the time constraints seemed to hinder a great deal of conversation and inquiry. It would be useful to have a handout of materials presented on the overhead projector for future reference.

Allotment of specific times for questions. Touching on just one issue during such a short time span.

I wouldn't make any major changes in the workshop. However, it may be desirable to drop the word "psychometric" from your presentation, as few in the audience will know its meaning. I would like to commend you for not using educational testing patois, with the aforementioned exception noted.

Probably more material than time allowed.

None.

Depending on the audience, more time could be left for questions and clarification. Methods by which we could relay information to our constituents, other than the extensive handbook.

Perhaps the weighting of time allotted to each topic could be somewhat more flexible (unless of course the "voting" showed the 5 topics to be of about equal interest)

Tried to cover too much content in too short a period of time.

More detail might have been useful -- like cost comparisons.

Allow more time for questions and group discussion. Provide samples of legislation enacted or proposed in other states.

Hand out reproductions of overlays -- it's good info to have -- and it's not in the booklet!

It would be helpful to have examples of statutory language (adopted-proposed) from other states available as you refer to them.

SUMMARY OF PARTICIPANT REACTIONS

Seminar for Legislators

June 18, 1980
Columbus, Ohio

What did you like most about the workshop? Why? (n=14)

It was well organized, well presented and moved quickly. The presenters worked well with the audience.

Presentations were well-organized and concise. The informal atmosphere aided the discussion.

The information was very clearly given. The presenters were obviously well informed on their specific topics and in fact could have given a seminar on any one of the topic areas.

The summary of the California experience with minimum competency testing. Although some of the problems encountered by California are probably peculiar to California (the large # of non-English speaking students), many of the same problems encountered by California will probably be faced here. It is helpful to know what difficulties we may face in developing a minimum competency testing program in Ohio.

Generalized overview -- this is what legislators needs.

Ran on time -- whetted appetite to get more info.

Up to date info and statistics on testing.

The covering of a variety of information in a short period of time.

Permitting the audience to direct the focus (tailor-made to a degree)
Interaction with the audience.

There was a wide variety of views from outside our state. We spend too much time talking to ourselves and need fresh viewpoints.

The key issues were presented in an efficient and summary manner.

Informality. Concise presentation.

Informal enough to engender discussion.

I welcomed the broad stress on the policy implications of legisltive decisions.

SUMMARY OF PARTICIPANT REACTIONS

Seminar for Legislators

June 18, 1980
Columbus, Ohio

Do you think others would find the workshop helpful? Why? (n=12 yes; 0 no)

Yes. It is a topic that ultimately affects all aspects of the community.

Definitely. Extremely informative considering the time limit.

Yes. Parents and anyone interested in the vital area of testing in our educational system. The major reason being the amount of confusion expressed by much of the public sector in this area.

I think the workshop should be given for teachers who may well be, as a group, the biggest antagonists of minimum competency testing.

Extremely.

Issues are clearly laid out--appreciation of the complexity of the problems is most helpful.

Yes, broaden knowledge about testing.

Yes, content is relevant, well presented and timely. Thanks!

Yes, very well done!

Yes--content of workshop is contemporary and important. (Information is often dated by the time it becomes available from other sources.)

Yes, the key issues were presented in an efficient and summary manner.

Yes, competency testing is a buring issue with most people today. Many educators (and legislators!) are opposed to the idea. It is helpful to find out that competency testing programs are working in other states!

SUMMARY OF PARTICIPANT REACTIONS

Seminar for School Board Members

June 20, 1980
Columbus, Ohio

What changes do you think we should make in the workshop? (For example, other points that should be covered, points that were unclear, or other styles of presentation.) (n=54)

Too many educators in the audience -- A lot of the terminology went over the heads of board members -- Not the fault of presentors -- They simply responded to questions -- unfortunately a lot of questions were from persons other than board members -- I thought it went well considering the diversity of the group.

What are the specific goals of the conference? i.e., information input or output? Would like the names, positions of leaders. What is NIE, NWREL, etc.? Bibliography of books, cases discussed. More handouts.

Clarify the simulation -- Do you want the group to act as a Board (policy making) or a team of administrators (who will make specific recommendations)? Don't make the introductions too long.

It is quite good as is.

There should have been more handouts.

Attempt to allow time for a person to take in both of the concurrent sessions.

A time set aside for a State Dept. representative to update the group on current state action.

I wanted to participate in simulation and issues discussion -- Could both happen?

Being a layman, I would have liked a hand-out listing tests commonly given for different purposes & their strengthes & weaknesses.

You should have presented in written form a listing of key problems and subsequent recommendations typically reported for simulation session.
Suggest that simulation session have more of a purpose & pay-off for participants.
It is difficult to see advantages of this approach.

More time for the 10:30 - 12:00 items especially on the competency testing.

Should form smaller groups, after main presentation.

Clearer definition or discussion between standardized testing and teacher made tests.

Smaller groups initially. More discussion time re competency testing (student and teacher).

Might have shown examples of competency tests both local products and commercially drawn up types.

Later start. Provide writing materials for note taking.

Points covered were covered well. I would like to see more emphasis upon how one reports data to a Board and how can the Board interpret the data. The model used during the session was passed over too quickly.

Statewide workshops should end sooner.

None. (Maybe more material available or order forms)

A presentation by a lawyer who is conversant on testing would take away the "I'm not sure but..." or "I am not a lawyer..." statements. It would not have to be a long presentation, but maybe as supplemental or just present to assist in answering questions. Based on the morning presentation more time should be allotted to the Major Legal Issues. There seemed to be a great deal of interest in these areas and time was short at the end of the morning session.

I feel that the workshop was very good. I feel that regardless of the "height" of standards that colleges and universities create for teacher graduates (requirement wise) etc...a workshop of this type should emphasize that application on the part of the teacher in the classroom is more important. Examples: 1) The best athlete doesn't always make the best coach. 2) The most intelligent student doesn't necessarily make the best teacher.

Smaller groupings for better exchange of ideas.

Good job.

Some examples of tests used should have been passed out and commented on. Many school board members, attorneys, etc. have never seen an ability or an achievement test. At least a few sample questions would have helped. We spend a day discussing tests and never see one.

No suggestions.

The people who attended were from mixed backgrounds --some were directors of testing -- others knew nothing about testing and all wanting very simplistic answers to very difficult problems -- I think you did a good job of meeting the needs of some of those present --

Most points were clear. The final rap session could be avoided, because during the particular breakdown group I attended this was already accomplished.

Presentation was excellent. Should be broken down for more time in each area. Should be at least two days.

Simulation on testing -- you ask the board to make administrative decisions when as a board they should merely set policy. The task should be given to a group of administrators. OR the Board should look for new administrators of the district. Goals should match the role and function of the group.

I wonder if it would be possible to discuss specific tests and their purposes (by name) Are some really better than others? Costs involved in administering, grading, doing item analysis?

More help to build a good program.

Too much repetition of material. The approach to competency testing was biased against this type of testing.

More sequential (developmental) presentation and greater use of A-V aides may be an improvement.

Might have more (specific) handouts on each topic; perhaps more visuals; need names of presenters printed on agenda.

SUMMARY OF PARTICIPANT REACTIONS

Seminar for School Board Members

June 20, 1980
Columbus, Ohio

What did you like most about the workshop? Why? (n=39)

Smaller sessions - gave more people an opportunity to ask questions etc. -- I learned a lot about trends in other states, including litigation.

Informal presentations.

Gordon's presentations -- very fluent and proficient in his subject.

The high level of expertise forced me to reach up!
All presenters are quite evidently intelligent people who are also articulate.
The breadth of presentation will enable me to find sources for more depth in particular areas of testing.

It served as an overview.

Knowledgeable leaders.

Clear summaries. Clean categorizations

Introduction to purposes, uses, of test scores. Introduction to legal issues in testing. Being an attorney, I never received training in educational testing...this was very helpful to me.

Enjoyed the clear - easy to understand concepts/terms. The support material -- packet is appreciated.

Well organized -- open for questions during the topics.

Talking to the presentors at breaks.

Current issues -- small groups frequently more stimulating and effective. Presentations were generally geared to the level of nonprofessionals which was appreciated as a board member. Kept to the schedule -- always an asset.

Information that is useful in developing a district testing program in relation to identified programmatic objective. Pitfalls most helpful.

I liked the discussion group best because discussion nearly always opens wider vistas of understanding and clarification. On second thought I think I like your handbook best. Not only does it cover most of your presentation but I also have something to take home to refer back to in discussions with others in my district.

The expertise of the presenters and the organization of the day. It was fast moving yet not rushed.

Discussion centering on competency. This reflected the greatest area of interest for this group.

Small group interaction. A group project that was well thought out. The summary -- input from each group -- plus additional points overlooked.

The variety of presentations and the group participation.

High interest topic. Good presenters. Impressed with expertise of presenters.

The many facets on testing were presented and discussed. The free exchange of ideas by all present was very encouraging.

Give and take -- freedom to ask questions -- make comments.

The open atmosphere of presentation and receptiveness of opinions is gratifying. Specifically, the time allotted to questions and answers was excellent -- especially since the emphasis was on answering the questions, not covering a specific amount of material. People could get their questions answered and not left "up in the air."

General info.

Concerns of testing and how results are used. Because of the practical application that is needed.

The section that delineated the legal ramifications of testing.

A good general coverage of the topic in layman's terms with expertise demonstrated where probed.

The speaker with the beard was the most interesting. His optimism about tests was a welcome change. The attorney in the gray suit was helpful on legal issues.

I guess to discover that all of you are having the same frustrations as I and testing is not going to solve the problems of education -- certainly not with competency testing.

The way the agenda was presented. Clear and precise, moving along at a steady pace.

Informal presentation.

The confusing ideas that I developed. My opinion of testing, I find, was very narrow.

Overview at beginning.

Personal involvement.

Speakers were well-informed and presented themselves in a manner which indicated this. Very informal which lends itself to more questions and comments which is a benefit to all.

Current issues. The summarization was good.

Speakers did a nice job of presenting and responding to questions; content was in-depth, but not too technical; content was appropriate; whole day was nicely paced.

Format was good -- time well organized -- presentors knowledgeable.

Most of the discussion.

Enabled me to acquire some knowledge regarding testing approaches.

SUMMARY OF PARTICIPANT REACTIONS

Seminar for School Board Members

June 20, 1980
Columbus, Ohio

Do you think others would find the workshop helpful? Why? (n=34 yes; 3 no)

Yes, we get so involved in our little world that we don't know what's going on elsewhere--I think it's good to know the national trends.

Yes, focuses on problems--need more guidelines on what a good test program might look like.

Yes. Overview of testing, including legal issues, is presented simply and clearly. Good for Board members.

I think that more teachers should have attended the seminar. I am a teacher and have enjoyed not only the presentations but also the company of members of what is--often--the hostile side, at least from some teachers' points of view. Each segment of the education field needs to get together with each other segment.

Yes, because of the information discussed.

Yes, parent groups--knowledge gained about subject.

Yes, informative, clear, concise.

There is so much myth and misconceptions associated with testing that it is necessary for those who are not experts to have a knowledge of what tests can and cannot do.

Yes. Presented in very understandable terms.

Yes. Very few people are not interested in their children--very few understand the reason behind testing.

Yes, all Board Members in my county--they need help.

Yes, good overview--some idea of current problems and directions in the future.

Most board members are not "professionals" and have little of the background and knowledge presented unless they happen to have an administrator particularly interested in the subject.

Yes, especially if districts sent teams to resolve specific district problems.

If it were possible to broaden the base of attendees to include teachers, a better understanding of testing might be possible.

Yes, especially lay people with interest in the schools.

Yes. The competency issue needs to be discussed and the pros-cons of this testing concept.

Yes, the issues are current and pressing.

Yes, because the session has been very informative and comprehensive. It has focused upon the most important points. Provide writing materials.

Yes, the workshop can serve as a primer in testing and other forms of evaluation.

Yes, all school people are interested in this topic.

Very much so. Most of us are biased on what we think testing can and should accomplish.

Yes--good inservice type program given by presenters who have obviously done their homework and been through the mill.

Yes--too many (administrators, boards, etc.) see testing as an entity and a separate item unrelated to the whole curriculum. Also, some (administrators and boards) see testing as just saying "We give all these tests, therefore we are doing a good job" etc. Many of the decision makers are not competent or possibly totally ignorant in the field of testing. If nothing else, the people in positions of authority could talk consensantly about testing and not be "bumps."

Yes--provides some answers.

Yes, to better meet the needs of "all" students.

Yes, informative. Booklet contains valuable information. Lots of reference points/areas given.

Yes, a good general coverage of the topic in layman's terms with expertise demonstrated where probed.

The legal discussion might be helpful. Otherwise, no--not helpful.

Wasn't much of a help to me.

Considering the different groups represented, board members, teachers, administrators, etc. No. The final decision still rests upon our educators using testing as a guide and not a label. Our society will always test, the content is what must be considered and not the final grade.

Yes.

Definitely.

Absolutely.

Very definitely.

Yes.

Yes, to some extent.

SUMMARY OF PARTICIPANT REACTIONS

Seminar for School Board Members and Journalists

July 12, 1980
San Francisco, California

What changes do you think we should make in the workshop? (For example, other points that should be covered, points that were unclear, or other styles of presentation.) (n=16)

More time on simulation -- more of how to choose tests appropriate to what might be needed in public schools.

Might have been fun to take a short sample test. It's been a long time for a lot of people.

Some of areas covered in discussion period repeated in future trends out of necessity -- for board members. Suggest consolidate afternoon sessions to eliminate that.

If not too expensive, a 1 page sheet of state laws concerning testing (or the issue at hand) to be used as a reference by participants.
If not too expensive, the handbook, sent before the meeting would be helpful.

At least mention sex discrimination -- many people have little awareness of this bias.
Use black flow pen.

Examples of tests used would be helpful. Perhaps threatening that we might be tested to get a feel of it (after so many years away)

Maybe shorten the number of topics, that would allow participants to linger in areas of high interest rather than to fulfill an agenda that may be too long.

Simulation exercise very good but really needs more time for reflection to glean a few more points.

A more succinct statement of issue (generally this was done but there were some problems) and though there should be leeway for question and answer (In many cases the best part of the program), when we begin straying from the topic, someone should quickly put us back on track.
How about a section on coaching for tests -- pro and con --
A list of resource material i.e. a bibliography for us to follow up on (possibly along with the table of material)

Larger print on name tags. As an aid to communication, they must be easily read.
Go around the room with introductions. Again group gains from knowing who is present.

I don't think I could absorb any more.

I would have preferred more time be on cultural bias in testing.

Effectiveness of tests in determining future failure/success. What competencies should be tested. Relationship of competency testing to employer required skills.

How do we use test results to diagnose what we really need to be doing to help children do better? What do tests really tell us? How do we know what tests are most useful? or...Who evaluates tests?

Could some material be sent out in preparation? I.e., the Facts & Issues booklet. I found many questions popping up based on my ignorance.

Test samples might be helpful. More use of A.V.

SUMMARY OF PARTICIPANT REACTIONS

Seminar for School Board Members and Journalists

July 12, 1980
San Francisco, California

What did you like most about the workshop? Why? (n=18)

The presentation of both sides of issues.

Explanation and more understanding of testing. Lay persons (board members) often don't know the proper questions to ask. I'm anxious to read the handbook!

Covered a great deal in a short time and did a good job.

Strongest aspects were legal issues and discussion session. Felt you touched on the topics journalists, especially, are interested in and did not clutter up workshop with minor issues and too much detail.

Dave Gordon's presentation was extrememly clear. Granted, he followed the booklet, but his verbal explanations were clear, explicit and to the point. I appreciated the absence of jargon.
The "guide" as a background is a good reference.
Overall organization, staying to schedule.

The intellectual stimulation. The information. The contacts - meeting others.
The references - the booklet.

Discussion of future - rapid change will make much of the past and present obsolete.

The small group setting. It enables more questions and answers.

I obtained a better appreciation of Board members' viewpoints.

The discussions between school board members and reporters were fascinating -- both media and board members had a good overview but intriguingly different perspectives on the issues -- made for lively debate/conversation.

Bev's first-off newsprint listing of group's suggestions. It was great to know we weren't going to have to be passive all day.
Booklet. Hope it contains enough.
Round tables at lunch and during meetings. Friendly.
General excellent level of the presentation. Thank you.

The opportunity to interact. Nice to have an entire day to concentrate on one subject in depth.

Simulation activity -- offered an opportunity to interact in small group recapping and expanding on most of the items covered during morning session. I felt this session was well placed after lunch. Nice change of pace.

Current issues in educational testing.

Discussion. Legal Issues with testing presentation.

Super job -- keep the open discussion format. I don't give up my Saturdays easily (or happily) but I found this workshop OUTSTANDING. It did more than answer questions. It raised issues and helped me become aware of what I need to know, what questions need to be raised in my district. Good agenda - neatly stated and followed. I liked the "future trends" discussion.

Interaction within the group. (opportunity to exchange ideas). Presentations were clear (Information was useful.) Orderly manner of presentation/s (Inspired confidence that you "knew your stuff".) Presenters were well prepared. Good handouts!

Casual atmosphere. Opportunity for audience participation. Well organized agenda. (Excellent luncheon!)

SUMMARY OF PARTICIPANT REACTIONS

Seminar for School Board Members and Journalists

July 12, 1980
San Francisco, California

Do you think others would find the workshop helpful? Why? (n=18 yes; 0 no)

Yes. A lot of people need this sort of information.

Yes--Board members should know how to interpret the materials they read.

Yes--it was for me informative.

Yes. Others interested in it--teachers, administrators, reporters.

Yes--especially administrators and teachers. Could ACSA and CTA and the State Department cosponsor area meetings similar to today's session?

Yes--all Board Members need this as part of orientation to job of school board.

Yes. Good background material.

Yes. Good basic information.

Yes, parents, PTA boards, citizen advocacy groups in education, even students (student body presidents, student councils) are all consumers of the tests--and could benefit from a similar workshop, possibly retooled slightly to meet their special needs.

Yes, perhaps the booklet will be enough. Perhaps a summary of the booklet would be worth the effort. It is very hard for busy people to give up a Saturday, even though the material is of great interest.

More board members should avail themselves of this opportunity.

Yes. As we get more involved in the testing program they will need to understand why we have these programs.

Yes. The workshop was geared for school board members which is not often the case. Since many board members have other commitments, Saturday was an excellent choice of days. Handouts were good.

Yes. It is practical, realistic and informative.

Yes, but they need to get more information about what and when and why. Our staff people involved with developing competency testing could've found this useful.

Yes. As Board Members we are pressured to leave the issue of testing to the "professionals" (educators and administrators). This should be encouraged for one board member from each district.

Yes. It provides an opportunity to clarify tests/results to the lay person; the reasons for testing are examined; means to improve programs are discussed. Positive results may be possible when you return to your own district.

Yes. Current relevant information.

SUMMARY OF PARTICIPANT REACTIONS

Seminar for Lawyers

September 25, 1980
Oakland, California

What changes do you think we should make in the workshop? (For example, other points that should be covered, points that were unclear, or other styles of presentation.) (n=21)

As an advocate I am most interested in learning the weaknesses and strengths of various types of standard tests so that I can assess their usefulness or plan methods of attacking their validity under specific circumstances.

More specific information on testing for handicapped children would have been more helpful for me.

Quicker introduction to basic concepts and extended simulation, or other activity which requires participation.

More time should be allotted for simulated activity regarding interpretation of test results. More detailed explanations on how to interpret test results would be immensely helpful for those who have no prior experience in interpreting tests. In addition, information on how to legally address cultural bias in testing, rather than simply explanation provided in workshop on cultural bias and I.Q. tests would be valuable.

Provide more basic skills and overview for non-lawyers. How to interpret test results for students and parents, how to evaluate their overall results for the students and how to make recommendations pertinent to the students' needs in an education plan.

More analysis, more research, a more detailed factual presentation.

Some of the presentations were a little too basic. Book on a Parent's Guide to Testing in the Schools is very poor. Should point to abuses as well.

Morning overview was not a good use of time--discussions regarding the construction and use of test instruments would be better. General overview could be sent out in writing before workshops. Test purposes, uses and scores did not contain what it was represented to be.

Testing simulation somewhat too technical; afternoon workshops better.

More in-depth understanding of tests themselves and what they are supposed to measure.

More information on specific tests.

More materials.

Presentation on purposes, uses, scores was too pedantic--not particularly helpful. Time would have been better used to expand other sessions. Workshop time too short. Simulation activity useful in terms of information, but format was simplistic (it was not a true simulation).

The simulation activity was unclear and should be eliminated. I would suggest three sessions in the afternoon instead of two.

Cover psychological testing.

Simulation exercise was not worthwhile. Inadequate delivery of information--not enough delivered.

Preliminary lecture was too overbroad and simplistic. Not useful. It could be more helpful to discuss various tests, their content, purposes and other relevant points. Simulation activity not well thought out. Without adequate preliminary, it was not do-able by trainers.

Include Black and/or other third world trainers. Be more vigorous in cautioning trainees regarding the dangers of standardized testing--especially in the Parent's Guide.

A concise review of the commonly used tests with criticism and an explanation of the purposes and indications of the test (e.g., WISC-R, WRAT, KEYMATH, etc.)

Simulation model too complex, not enough prior background--we discussed this fairly thoroughly in our session. Parent booklet ignores most important issue that tests are only limited tools which can be useful or very damaging depending on how they are used. Even if parents do not understand technical details of test, they certainly can understand the various potential and actual uses and misuses of test results. The booklet tends to justify testing as a good and useful thing without critical analysis.

On Cultural Bias in Testing--simply more time for questions, etc.

SUMMARY OF PARTICIPANT REACTIONS

Seminar for Lawyers

September 25, 1980
Oakland, California

What did you like most about the workshop? Why? (n=25)

Listening to the opinions of other participants.

The simulation activity was very good in that it provided some direction for practical application.

Competency testing workshop--the discussion dealt with the types of litigation issues I am interested in.

Discussion of minimum competency testing.

Cultural bias workshop. As a result of its practicality and ability to convey to all folk present an understanding of cultural bias in tests, validity and use.

The hypothetical was good. Easy to understand. The presenters had viewed different issues.

Good introduction to many issues.

The concept was good but the delivery broke down.

Materials with general guidance into more in-depth materials in relation to education programs.

Cultural bias workshop--informative, technical enough and interesting.

Presentations--trainers were prepared.

The format--group--small workshop was good for process of information, however more continuity of program is desirable.

Presentations were geared to inform exactly what they were designed to inform.

Competency workshop.

Session on competency testing--very specific and well-organized.

Well done. Excellent deliverance and totally comprehensible. Instructors should be commended for their excellent preparedness and deliverance.

Excellent information; generally well presented (with exception of opening session). Sessions flowed well. As CL&E trainer for previous four days, I was exhausted, but found this surprisingly stimulating.

The workshop on competency testing was very interesting for the following reasons: the leaders were well prepared and the group actively participated in the workshop.

Explanation of test scoring, norms, and checking of validity of tests.

Diana Pullin's talk about legal challenges to minimum competency testing was most useful for my purposes.

The workshop on Parents.

Pretty good session on Cultural Bias. Helped put the issues in perspective conceptually.

The simulation--most practical, "doing"-type exercises of conversion, chance rate, etc.

Bias session and competency session--conveyed most direct and useful information and analysis.

The group leader took time to make materials and presentation understandable.

SUMMARY OF PARTICIPANT REACTIONS

Seminar for Lawyers

September 25, 1980
Oakland, California

Do you think others would find the workshop helpful? Why? (n=22 yes; 1 no)

Yes, it provides information essential for parents as well as people working on testing issues.

Yes, most advocates simply lack the know-how to assess the tests given by the school systems in their localities. Experts in testing are rarely consulted prior to the initiation of litigation because of cost factors, etc.

Yes, it is rarely provided and many folk are advocates in the area of education.

Yes, racial bias in testing needs to be thoroughly researched in order to ensure that everyone gets an excellent educational opportunity.

Good for persons needing an introduction into the area of testing.

Yes, but in the context of the LSC conference it should have been given earlier.

Yes, all looking for general guidance for education process materials.

Yes, if more time to discuss various strengths and weaknesses of tests.

Yes, depending on experience--good review of techniques.

A similar workshop directed to parents would be very valuable in raising their consciousness as informed consumers and help to clarify their role in the education process.

Yes, informational aspect.

Yes, it is an area that we know so little about and it's so important.

Teachers, counselors and administrators should find it helpful if they're open-minded.

Most certainly. The information is enlightening, and extremely helpful to attorneys, parents and paralegals.

Yes, good information--generally good presentation.

Yes, it provides a good introduction in the area of testing.

Sure, much of school programming is based on testing and an understanding of testing is crucial to an understanding of American public education.

Not attorneys or professions. Actual instruction was pretty mickey-mouse and paternalistic/patronizing. Most of audience was more well informed than lecturers expected. This workshop would probably be more useful for parents, students.

Marginally.

Yes, because very few people, including teachers and educational administrators really know how to critique and apply the tests.

Yes, however, participants need fair bit of existing knowledge about testing in the schools.

Yes, the group leaders took time to make materials and presentation understandable.

More time for simulation would have been helpful.

SUMMARY OF PARTICIPANT REACTIONS

Seminar for Lawyers

September 25, 1980
Oakland, California

Did you find the morning test information gathering simulation to be instructive? Why or why not? (n=23)

Yes, the simulation provided some direction for practical application.

Yes, the participatory method allowed for a better chance to understand the testing procedure, validity, etc.

Yes, most practical.

Yes, in terms of information and methods of analyzing tests. No, in regards to simulation. In terms of personal training through National Training Lab, this simulation was questionable training strategy.

Yes, helps us to understand how scores are read.

Yes, it provided a better starting point for utilization of expert witnesses, i.e., knowing what to ask about, etc.

Yes, especially Part I. I wish Part II would be a lecture type situation.

Yes, showed how to determine ranking.

Yes, but not enough time--would have been better to dispense with preceeding lecture session and spend time on this. Also, hypothetical should have clearly stated that cultural bias was not an issue.

Yes.

Yes.

Yes, the simulation indicated that parents and lawyers can understand and make informed decisions with the proper information; that there is no need to be intimidated by education professionals.

This session brought home the point that you need to look beyond the ultimate "result" to determine the appropriateness of the test to a particular situation. I lacked sufficient understanding of various tests and test jargon to evaluate the tests used in Task 2.

It was instructive, however, there was not enough "tying together" of the exercise and reality in applying the skills.

I learned how to read tables and convert scores for purposes of determining the chance score problem. I get the feeling that there is more involved in this area however.

Partly--there was not enough time or lecture on the tests we were evaluating. There was an unfortunate presumption that this is very difficult information and you probably can't grasp it. I don't know if this was intentional, but I certainly don't agree. More time should have been taken to discuss basics.

Somewhat--if not used, information will be forgotten. Too many tests and variables in too little time.

More time necessary.

Not familiar with education process enough for the level which the simulation situation called for.

Simulation model too complex, not enough prior background.

Simulation exercise was not worthwhile. Inadequate delivery of information. Not enough delivered.

No, too much geared to educators.

No.

SUMMARY OF PARTICIPANT REACTIONS

Seminar for Lawyers

September 25, 1980
Oakland, California

Please indicate those concurrent workshops you attended in the afternoon and comment on their effectiveness.

Helping parents and children cope with testing (n=7)

Small group permitted good exchange of ideas and opinions.

Very good because of the small size which allowed for a lot of discussion and exchange of materials.

Good chance for informal discussion and information sharing.

Not real effective--insufficient structure and failure to discuss the political problems attached to the misuse of standardized tests.

Did not attend but it appears to have been covered in written materials--however, it parrotted testing industry views.

Did not attend but find myself seriously concerned about the "guide to testing." You need good quality minority feedback on this piece. I would not use it in my parent work.

The booklet is totally biased. There are many disadvantages and weaknesses in exams.

Competency Testing (n=15)

Good

Interesting.

O.K.

Excellent.

Excellent.

Fair.

Good.

Good discussion of particular interest to me--perhaps not to others.

Fine if you were an attorney or a member of an involved competency testing group. Worthless for those who wanted an understanding of the testing and issues involved.

Good overview of legal issues involved.

Presenters were very good. What the workshop lacked was a political framework to address why this issue has come up lately and what the real purposes of the tests are.

Good.

Good.

Excellent.

Presenters were excellent but teaching to pass test implicit in that is questionable in my view.

Cultural Bias (n=19)

Good information and presentation. Liked the style of presenter. Was concerned that devious use of tests to validate schools' positions re minority and children who are "different" was downplayed.

Good.

Good.

Very interesting and useful, clear.

Reinforced my pre-conceived ideas that tests and statistics can and will be interpreted many ways.

One hour is insufficient to even scratch the surface. More indepth of morning program might have been more appropriate.

Practically useless for me at least. Too abstract, not nuts and bolts enough for me. Presentation was not very analytical, nor did it encourage an analytical approach to determining when bias exists and what the instructional and policy implications of that challenge may be.

A little too abstract but a good introduction to the problems involved in the area.

Gave me the sensitivity to cultural bias necessary to advocate on behalf of students and groups being tested. I did not agree with all of the presenter's interpretations, but her premises and theories were sound.

It was interesting to get a "technician's" view of tests.

A good explanation, simplifying the process of analysis for bias in terms everyone can understand. One reservation: I am not sure I can agree with the statements that (1) boys throw balls better than girls, or (2) that is is not a hot, political issue.

Fair.

Good.

Good discussion.

So-so. Too theoretical and not at all geared toward practical uses.

Presented in a most understandable fashion; not just in dispensing information, but in highlighting difficult areas.

Pretty good--should have developed a more politically focused understanding of the issue. But did a good job of developing a conceptual framework useful to understand traditional means to measure cultural bias.

Poor--as a trainer in the LSC program, I thought the presentation was not well done. Appeared to be a defense of testing industry.

Good.